

Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution name: **Drury University**
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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Drury University						
Institution Code	6169						
State	Missouri						
Number of Program Completers Submitted	134						
Number of Program Completers found, matched, and used in passing rate Calculations¹	132						
					Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Professional Knowledge							

PRINCIPLES LEARNING & TEACHING 7-12	524	2			1		
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	3			36	35	97%
ELEM ED CURR INSTRU ASSESSMENT	011	84	84	100%	1614	1547	96%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	9			172	168	98%
MATHEMATICS: CONTENT KNOWLEDGE	061	1			126	123	98%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	23	23	100%	276	269	97%
PHYSICAL ED: CONTENT KNOWLEDGE	091	4			166	144	87%
ART EDUCATION	130	1			2		
ART CONTENT KNOWLEDGE	133	4			75	75	100%
BIOLOGY	230	1			3		
CHEMISTRY CONTENT KNOWLEDGE	241	1			11	10	91%
Other Content Areas							
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Drury University					
Institution Code	6169					
State	Missouri					
Number of Program Completers Submitted	134					
Number of Program Completers found, matched, and used in passing rate Calculations¹	132					
	Statewide					
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	1			144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	131	131	100%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELLS, etc.)				319	318	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	132	132	100%	3678	3553	97%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 256

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 145

3. Please provide the numbers of supervising faculty who were:

9 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

2 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

8 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 19

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 7.63
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 11
The total number of hours required is 440 hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes ____ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? ____ Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

The professional preparation of teachers at Drury University is grounded not only in the academic disciplines, but also in a partnership with the public schools. As part of the professional preparation of teachers, students participate in a series of field experiences, which may begin as early as the freshman year and conclude in the senior year. Field experiences include teacher aiding in the public schools related to areas of teaching specialization, reading practica, and student teaching. These experiences provide opportunities for Drury students to gain practical experiences working with differentiated needs of children in a variety of socioeconomic, cultural, and ethnic groups.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Drury is an independent university, church-related, grounded in the liberal arts tradition and committed to personalized education in a community of scholars who value the arts of teaching and learning.

Education at Drury seeks:

- to cultivate spiritual sensibilities and imaginative faculties as well as ethical insights and critical thought;
- to foster the integration of theoretical and practical knowledge, and
- to liberate persons to participate responsibly in and contribute to life in a global community.

2. Educational Philosophy

At Drury University we seek to prepare teachers who go beyond technical competence of “what works.” We strive to instill a level of dedication and personal commitment which calls for teachers to be reflective, thinking practitioners who have a vision of schools as places of energy, creativity, commitment and decency for all children. We seek to develop in our graduates a sense of purpose about their role as stewards of the schools.

While dedicated teachers cannot by themselves create schools which exert a strong constructive influence on society, teachers are the critical factor. The enterprise of preparing teachers who are capable of leading a renaissance for each new generation of children is viewed as a major responsibility of Drury University to our society.

Teacher education at Drury University must be fundamentally linked to the world of practice and deeply involved in the reforming and restructuring of the public schools. It serves everyone’s interest for the teacher education program to prepare professionals who can work within the system to bring about renewal of the schools. At the same time, we must ensure that the teacher education program of Drury University is dynamic and receptive to change.

3. Conceptual Frameworks

Teacher education at Drury is expressed through the analogy of a bridge. The pier supporting the bridge symbolizes a student’s liberal arts education, the security and stability of the individual teacher, and life experiences each person brings to the profession. Mastery of the liberal arts and development of the whole person provides a strong foundation for education as a teacher.

In a bridge, arches span the distance between piers. In our conceptual model, the arch represents the academic major or subject area of specialization for a teacher.

Cables or trusses distribute the weight of a bridge to the arches and piers below. That component, in a teacher’s education, is represented by the professional education courses and field experiences which create ties among an academic major, the liberal arts, and a teacher’s ability to guide each child’s learning.

The Drury University conceptual framework includes five domains of professional education knowledge:

Teacher’s roles

Effective teaching techniques
Assessment and long-range planning
Content (subject area) expertise
Human growth and learning theory

4. **Program completers who teach in the private schools and out of state**
Private 1
Out-of-State 1